



ISI Independent
Schools
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

MALVERN COLLEGE

NOVEMBER 2017



CONTENTS

SCHOOL'S DETAILS	3
1. BACKGROUND INFORMATION	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. REGULATORY COMPLIANCE INSPECTION	5
Preface	5
Key Findings	7
PART 1 – Quality of education provided	7
PART 2 – Spiritual, moral, social and cultural development of pupils	7
PART 3 – Welfare, health and safety of pupils	7
PART 4 – Suitability of staff, supply staff, and proprietors	8
PART 5 – Premises of and accommodation at schools	8
PART 6 – Provision of information	8
PART 7 – Manner in which complaints are handled	8
PART 8 – Quality of leadership in and management of schools	8
3. EDUCATIONAL QUALITY INSPECTION	9
Preface	9
Key Findings	10
Recommendation	10
THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS	11
THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	13
4. INSPECTION EVIDENCE	15

SCHOOL'S DETAILS

School	Malvern College			
DfE number	885/6011			
Registered charity number	527578			
Address	College Road Malvern Worcestershire WR14 3DF			
Telephone number	01684 581500			
Email address	enquiries@malcol.org			
Headteacher	Mr Antony Clark			
Chair of governors	Mr Robin Black			
Age range	13 to 18			
Number of pupils on roll	634			
	Boys	349	Girls	285
	Day pupils	150	Boarders	484
	Seniors	330	Sixth Form	304
Inspection dates	07 to 09 November 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Malvern College is a co-educational boarding and day school for pupils aged 13 to 18. It is governed by a council; many members of which are Old Malvernians. Founded in 1865, the college became co-educational in 1992 when it merged with Ellerslie School; the prep school came under its aegis at the same time.
- 1.2 The school leadership has formed several new leadership groups since the previous inspection. These include a Senior Leadership Team and an Academic Committee. Policy developments include the establishment of the Annual Teaching Review and a new marking and assessment policy. A virtual learning environment has been introduced, and options have been added to the International Baccalaureate (IB) and A-level curriculums. The role of head of year has been developed and the medical team has been increased.
- 1.3 Boarding accommodation is provided in one of eleven houses. Day pupils are integrated within the boarding houses, and members of the house take all their meals together in the house. The school is divided into two sections with pupils preparing for GCSE examinations in the Lower School; those following A-level and IB courses study in the sixth form. A small proportion of students complete a one-year pre-sixth course.

What the school seeks to do

- 1.4 The school aims for pupils to have a firm commitment to deep-rooted values, referred to as the 'Malvern Qualities'. It strives for a balance between individual achievement and teamwork, and to promote pupils' skills as confident leaders. The school intends the pupils to emerge as lively, articulate citizens, who respect all Christians and members of other faiths, and are ready to contribute to the global community.

About the pupils

- 1.5 Pupils come from a range of professional and business backgrounds, mostly from White British families living within a 50-mile radius of the school. The boarding pupils come from 30 different cultural and language backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 151 pupils as having special educational needs and/or disabilities (SEND), the majority of whom have needs associated with dyslexia. A few pupils have needs associated with dyspraxia and ADHD. A total of 73 pupils receive additional specialist help. No pupil in the school has an education, health and care plan or a statement of special educational needs. English is an additional language (EAL) for 144 pupils, 70 of whom receive additional support. Data used by the school have identified 101 pupils as the most able in the school's population, and the curriculum is modified for them and for 30 other pupils due to their special talents in sport.

2. REGULATORY COMPLIANCE INSPECTION

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as met or as not met. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), National Minimum Standards for Boarding Schools, [Early Years Foundation Stage Statutory Framework](#).

Key Findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2014 to 2016, performance has been above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2014 to 2016 have been above the national average for sixth formers in maintained schools. Pupils' performance in the IB has been above worldwide norms.
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 **The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.7 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.10 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.15 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

PART 7 – Manner in which complaints are handled

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.18 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

3. EDUCATIONAL QUALITY INSPECTION

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Foundation	Year 9
Remove	Year 10
Hundred	Year 11
Lower sixth	Year 12
Upper sixth	Year 13

Key Findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils have excellent communication skills due to leadership establishing a culture with rich discourse at its core.
- Pupils are intellectually curious, pursuing ideas and enjoying the interconnectedness of knowledge in all of its forms.
- Pupils have very positive attitudes to developing their expertise, respecting the intellectual challenge of their peers as much as their teachers.
- Pupils acquire a vast array of skills to a high standard as they are ambitious and use their initiative in realising their aspirations.

3.2 The quality of the pupils' personal development is excellent.

- Pupils are extremely independent as leadership prioritises pupils' capacity for making informed choices and taking responsibility for the consequences.
- Pupils' pride in the school, their sense of place in its history and their appreciation of the setting are all testament to the school's strong traditions and powerful ethos.
- Pupils are socially responsible, all playing their part in sustaining their house communities and the school community as a whole.
- Pupils respect one another; they are as keen to help one another understand their personal perspective as they are to embrace the contrasting views of others.

Recommendation

3.3 The school is advised to make the following improvement:

- Develop critical monitoring and evaluation routines to assure the effectiveness of common practice in teaching and pastoral care on pupils' achievement and personal development.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils are highly successful, thus fulfilling the school's combined aims to focus on academic work with an emphasis on individual achievement. The precision with which Lower School pupils develop skills provides a strong foundation for pupils' success in the sixth form. Pupils are fascinated by language and their linguistic skills are excellent. For example, GCSE pupils interrogated English language roots and geographical terminology for a greater understanding of their Latin vocabulary. Sixth form pupils are alert to the nuance of language as they debate inference intelligently. Pupils relish scientific detail. They incorporate technical language in context due to teaching skilfully allowing them to extend their knowledge within the frame of examination requirements. For example, pupils incorporated relevant terminology to construct a reaction mechanism using appropriate chemical species and notation. Pupils with EAL make the same good progress as their peers due to teaching emphasising the subject-specific information in context. Academic leadership implements robust assessment routines to assure the impact of the support provided for these pupils in sustaining their language acquisition. The pupils in the one-year pre-sixth course are acutely aware of their rapid progress in acquiring new knowledge, and they are highly motivated in applying these terms as they reinforce their understanding.
- 3.6 Pupils are extremely competent mathematicians, using their knowledge to complete multi-step calculations logically; they apply their mathematical knowledge and numeracy skills throughout the curriculum due to academic leadership ensuring that teachers identify these links in lesson planning and prepare resources that enable pupils to exercise these skills. All pupils apply a methodical approach in analysing features systematically. The more able pupils develop the art of great insight when interpreting mathematical patterns. Pupils with SEND make good progress including in their numeracy development due to the support they receive in the learning enhancement centre. Academic leadership ensures that teaching is advised of the adjustments these pupils require. Boarders in the Lower School adjust to the organisational demands of school, meeting deadlines due to the guidance in time management that they receive from the staff in the boarding house.
- 3.7 Pupils communicate extremely well as they have frequent opportunities to listen to one another and to formulate a thoughtful response. They are eloquent and learn to speak and write succinctly as teaching ensures that pupils interrogate knowledge for the level of understanding needed to express concepts clearly. For example, pupils in Year 9 were sensitive to the human and social elements linking prevailing conditions, raw materials and technology in accounting for various countries' level of development. On rare occasions in the Lower School, more able pupils lead discussions with the majority of other pupils listening because not all teaching ensures that pupils have an equal chance to contribute. Pupils in the sixth form demonstrate sophisticated communication skills, contributing ideas in discussion and synthesising this information for greater insight. Their high-quality written work demonstrates excellent clarity of thought. For example, work completed by Year 13 on the 'concepts of liberty' and the 'illusion of evil' reflected pupils' superior literacy and social understanding.
- 3.8 Pupils demonstrate considerable practical skill as teaching provides plenty of opportunities for pupils to reinforce techniques and apply them in increasingly complex situations. They acquire great aesthetic skill as a result of teaching expertise, including throughout the co-curricular programme. For example, pupils in the orchestra made appreciable progress shaping a musical phrase due to the clarity with which they learned about the features of hairpin dynamics. The art work is striking, with bold use of colour and media. Pupils use information and communication technology proficiently, most recently facilitated by the introduction of the school's virtual learning environment. They tend to use these skills to organise their work, to word process notes, and to communicate with one another and their teachers.

- 3.9 Pupils belonging to the CCF achieve high standards, with a few representatives earning national recognition for their service. Pupils commit to The Duke of Edinburgh Award scheme in large numbers, with a sizeable group maintaining their involvement to achieve the Gold standard. These excellent patterns have been sustained for several years. Talented sportsmen and women achieve high standards with national honours in several disciplines including cricket, dressage, fives and golf as a result of the Elite Player Programme accommodating their training commitments alongside their academic studies. Pupils' excellent physical skills are evident through the significant successes of school teams in hockey, netball and rugby, thus fulfilling the school's aim to promote pupils' effective teamwork. More pupils experience these successes since the school leadership significantly increased the number of teams available. Musicians succeed in external music examinations. A few pupils earn choral and music scholarships to higher education establishments as well as securing places in reputable orchestras. Pupils with a talent for drama achieve success in local arts festivals and in external examinations. In their pre-inspection questionnaire responses, almost all parents and pupils agreed that pupils can be involved in a wide range of activities. A small minority of boarders recognised the impact of this busy schedule on their free time. They appreciated the opportunity to relax during the evenings and at the weekends.
- 3.10 Pupils are independent and mature learners; they take great responsibility for their success as teaching encourages them to think for themselves. Pupils in the Lower School study effectively with their peers as teaching frequently makes arrangements for pupils to work together so that they grow in confidence by testing their understanding in a relatively intimate setting. For example, pupils worked collaboratively to analyse a score, constantly questioning each other in identifying instruments, clefs and in transposing pitches. Pupils are diligent; they settle quickly to tasks and work productively during lessons. They are not troubled by making mistakes as teaching ensures that all pupils understand this is essential in authentic learning. Expectations are higher in the sixth form, where pupils are expected to identify relevant wider reading and present their findings for discussion. Pupils are intellectually curious and they consider it an honour to be invited to join the school academic society, where they nominate intriguing topics for debate such as discussing the impact of Gorbachev's economic policy on the communist USSR. These pupils thrive intellectually as they seek to simplify complex ideas and present them clearly to a lay audience. The study skills of pupils develop more gradually in the Lower School, where teaching provides a structured focus on examination preparation. Pupils throughout the school self-assess their work rationally and seek to learn by making corrections. The school is currently implementing a new marking policy; some inconsistencies prevail which means that not all pupils derive equal benefit by responding to feedback.
- 3.11 The following analysis uses the national data for the years 2014 to 2016. These are the most recent years for which comparative statistics are currently available. Pupils' GCSE and A-level results have been above the national average for maintained schools. Pupils' performance in the IB has been above worldwide norms. An overwhelming majority of parents and pupils indicated in their questionnaire responses that they agree the school provides pupils opportunities to make good progress. Not all pupils wish to proceed to University; a few pupils successfully pursue apprenticeships, and attend Drama School or Art College. Of the pupils who wish to gain a place at university, the vast majority achieve entry to establishments with highly competitive entry. Pupils are taking increasing responsibility for their academic success since academic leadership introduced systems for monitoring pupils' achievement in relation to their targets. There is still some variability interpreting this information in practice but pupils have a more objective view of how to improve, and they take full advantage of the daily clinics provided to secure their good progress.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils embody the 'Malvern Qualities' as a result of the school's high expectations for their personal development through challenge and responsibility. This is in accordance with the school's aim to develop in pupils a firm commitment to deep-rooted values. Pupils are genuine and interact as thoughtfully with their peers as they do with adults. They develop a strong sense of social responsibility, perceptive to various styles of leadership, such as when they are selected to lead in comparison with voluntary leadership. For example, pupils offer to lead their houses in the house singing competition as they recognise the need to undertake the task despite not necessarily having a great deal of musical experience themselves. Pupils demonstrate their considerable self-awareness in acknowledging the impact of such activities on their organisational skills; so too their capacity for patience as well as their self-confidence derived from successfully uniting the house to achieve a common goal. Sixth form pupils who have been assigned to leadership roles in the house develop sensitivity in listening to the views of all pupils and in representing them to influence the running of the house. These pupils use their initiative to develop the roles themselves as adults expect the pupils to respond flexibly to the needs of the house. This can give rise to variations in the effectiveness of the pupil leaders who need more pro-active guidance. Pupils' team working skills are highly effective due to the co-curricular programme encouraging them to rely on one another in overcoming challenge. For example, it was the strength of the team that trekked through Costa Rica which enabled them to accept their collective failings and cope together with the consequences. These experiences encapsulate pupils' considerable resilience, one of the 'Malvern Qualities' to which they all aspire.
- 3.14 Pupils master a range of social skills as leadership emphasises pupils' role within a community. Pupils assigned to the role of 'big brother' or 'big sister' guides for new pupils take these roles seriously. Sixth form pupils often maintain this supportive relationship throughout the younger pupils' time at the school. This care for one another extends throughout the school, with boarders naturally ensuring that new pupils are immediately included in group activities. All pupils learn to take their turn in contributing to their house community. They clear up voluntarily after meals due to adults encouraging all pupils in the Lower School to develop good habits in offering to share housekeeping tasks such as distributing clean laundry. Pupils in the sixth form respond extremely positively in their role as peer mentors. They are well trained to support other pupils, playing a key role listening to potential problems in order that they can be resolved quickly. Most pupils acknowledge that bullying is rare and they trust the peer mentors to pass on allegations sensitively. A small minority of pupils indicated in their questionnaire responses that they do not agree that the staff treat them all fairly. The inspection found that inconsistencies in policy implementation across the houses are perceived as bias. Leadership encourages each of the houses to develop its own character, but few systems are in place to evaluate the impact of these decisions.
- 3.15 Pupils' commitment to their community manifests itself in their respect for one another. They embrace difference and they are keen to help one another understand their varied cultures and faiths. The school leadership actively promotes tolerance through events such as the biennial 'Culturama' where pupils showcase their heritage. Individual pupils augment this by offering to share greater insights with their peers to further enhance their knowledge. This does much to reinforce the 'Malvern Quality' of open mindedness. Pupils acknowledge diversity in other ways, with several secure in sharing their emerging thoughts about sexual identity. Most pupils consider very carefully the impact of their words on others; they are perceptive to the potential that the message might not be received as it was intended. Pastoral leadership is alert to the fact that a few pupils do not fully understand the impact of their light-hearted banter. In all other respects, pupils' moral development is strong and they have a secure understanding of what is right and wrong within the school and how this translates to their experiences beyond it.

- 3.16 The pupils reflect thoughtfully on their wider membership of the school community over time since governance prioritises the traditional values of the school. Pupils in the sixth form respect their place in its history, and the chapel prefects train their successors to sustain school conventions. Most pupils have a refined spiritual development as the curriculum enables them to think deeply about matters such as the personal cost implicit in sacrifice or forgiveness. Pupils become skilful in portraying abstract concepts tangibly. For example, Lower School pupils were inspired to portray themes such as mortality and decay as part of their GCSE photography course. Pupils are also acutely aware of the memorable influences on their spiritual development afforded by the co-curricular programme. For example, in interview they spoke with great compassion of the impact of visiting orphanages during a sports tour to South Africa.
- 3.17 Pupils demonstrate their trust in one another's company, particularly in relation to e-safety as this is a high priority among pastoral leaders. The vast majority of pupils indicated in their questionnaire responses that they understand how to keep themselves safe online. Pupils accept rules intended for one another's safety. For example, they were rigorous in observing safety guidelines while kayaking in the pool. Pupils advocate for their health, recognising the benefit of exercise. Many of them are involved in sporting and leisure activities through the co-curriculum, and this contributes as much to their physical as their mental health. Pupils are alert to these latter issues, and the pastoral leadership is responding by raising awareness through the life skills programme and improving support for individual pupils facing mental health issues. Pupils are confident in the school's care in these circumstances. Pupils champion a healthy diet but a majority of the boarding pupils indicated in their questionnaire responses that they do not agree that the food is of a good quality. The inspection concluded that occasional difficulties in delivering meals to the houses in good time affects the quality of the food when it arrives.
- 3.18 The pupils become especially self-aware in determining the prerequisites for personal success. They are alert to the potential for anxiety in meeting deadlines, preparing for examinations and fulfilling their commitment to others such as through their membership of musical groups. Pupils develop much self-discipline in managing these various pressures pragmatically, making sensible choices that allow them to use their time efficiently. They have an entirely reasonable approach in the face of more formal decision making, as leadership establishes routines for making all pupils aware of the alternatives. For example, Lower School pupils reflect on the impact of the broad foundation curriculum in ensuring that they are able to make informed choices about GCSE courses. By the time pupils move into the sixth form, they know how to source advice regarding university applications, variously consulting their tutors, house staff and subject teachers. Few systems are in place to monitor the effectiveness of this guidance, which impacts the quality of the support all pupils receive. Pupils relish the authenticity of the challenges inherent in much of the co-curricular programme. For example, they thrive on the challenge of climbing as it is through this activity that they appreciate the absolute validity of decision making in taking risks and accepting the consequences of failure if they fall, albeit safely. The ethos expressed through this activity is typical of the whole-school approach through which pupils learn the thrill of success from braving the greater challenge.

4. INSPECTION EVIDENCE

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the co-curricular activities that occurred during the inspection period and attended chapel. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Ms Juliet Jaggs	Reporting inspector
Mr Jeremy Hart	Compliance team inspector (Director of sixth form, GSA school)
Mr Ian Daniel	Team inspector (Head, ISA school)
Mrs Lynne Horner	Team inspector (Head, Society of Heads school)
Mr Joseph Sidders	Team inspector (Deputy head, HMC school)
Mr George Walsh	Team inspector for boarding (Teacher, Society of Heads school)
Ms Jo-Anne Duncan	Team inspector for boarding (Head, GSA school)
Mr Stuart Corrie	Team inspector for boarding (Deputy head, HMC school)